**Nine Talk Moves to Reach Goals of Accountable Talk**

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|  | **Questions** | **Response Stems** |
| [**Goal One:** Help Individual students share, expand and clarify their own thinking](http://inquiryproject.terc.edu/prof_dev/resources/video_cases/video_case.cfm?case_type=st&case_num=1&case_return=talkmoves&case_step=step1) | **Think** | |
| Partner talk |  |
| Writing as think time |  |
| Wait time |  |
| **Expand thinking** | |
| “Can you say more about that?” | “Say more about what you mean with \_\_\_.” |
| “What do you mean by that?” | “Help me understand \_\_\_.” |
| Can you give an example?” | “An example is \_\_\_. “ |
| **Clarify** | |
| “So, let me see if I’ve got what you’re saying. Are you saying...?”(always leaving space for the original student to agree or disagree and say more) | “I heard you say \_\_\_\_.” |
| [**Goal Two**: Help students listen carefully to one another](http://inquiryproject.terc.edu/prof_dev/resources/video_cases/video_case.cfm?case_type=st&case_num=2&case_return=talkmoves&case_step=step1) | **Rephrase or repeat** | |
| “Who can repeat what \_\_ just said or put it into your own words?” | “I heard \_\_\_ say \_\_\_\_” |
| (After a partner talk) “What did your partner say?” |
| [**Goal Three**: Help students deepen their reasoning](http://inquiryproject.terc.edu/prof_dev/resources/video_cases/video_case.cfm?case_type=st&case_num=3&case_return=talkmoves) | **Provide evidence or reasoning** | |
| “Why do you think that?” | “I think \_\_\_\_ because\_\_\_\_.” |
| “What’s your evidence? “ | “This data (or passage or information) \_\_\_\_\_\_ supports this \_\_\_\_\_.” |
| “How did you arrive at that conclusion?” | “This data (or passage or information) supports this conclusion \_\_\_\_\_\_” |
| **Challenge or give counterexamples** | |
| “Does it always work that way?” | “I found this \_\_\_\_ (evidence) that is different from your reasoning.” |
| “How does that idea compare with \_\_\_’s example?” | “This example (evidence, data, interpretation) does not agree with \_\_\_\_.” |
| “What if it had been \_\_\_ instead?” | “If it had been \_\_\_\_\_ then\_\_\_\_\_” |
| [**Goal Four:** Help students think with others](http://inquiryproject.terc.edu/prof_dev/resources/video_cases/video_case.cfm?case_type=st&case_num=4&case_return=talkmoves&case_step=step1) | **Explain agreement or disagreement** | |
| “Do you agree/disagree? Why?” | “I agree because \_\_\_.”  “I disagree because \_\_\_\_.” |
| “What do you think about what \_\_\_ said?” | “I think what \_\_\_\_ said is \_\_\_\_.” |
| “Does anyone want to respond to that idea?” | “That idea means \_\_\_\_ to me.” |
| **Build on the ideas of others** | |
| “Who can add onto the idea that \_\_\_ is building?” | “I add this evidence (and/or conclusion) \_\_\_ to \_\_\_’s idea.” |
| “Who can take that suggestion and push it a little further?” | “I can extend that with \_\_\_.” |
| **Explain another’s meaning** | |
| “Who can explain what \_\_\_ means when he/she says \_\_\_?” | “I think she means \_\_\_\_\_” |
| “Can you explain why \_\_\_ came up with \_\_\_?” | “I think he said \_\_\_\_ because \_\_\_\_.” |
| Why do you think he said that?” |
| **Closure and Independent Practice:** | | |

Adapted from Michaels, Sarah, and Cathy O'Connor. “Talk Science Primer.” TERC, 2012. Web. 17 Dec 2013. <http://inquiryproject.terc.edu/shared/pd/TalkScience_Primer.pdf>